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ABSTRACT

The textbooks described in this document are written for or widely used in high school psychology courses. To help teachers decide which books to examine more closely, reviews are provided. Complete price and bibliographic information are included for each text, along with a description of accompanying materials, such as instructor's manuals or tests. Texts cited are: "Understanding Psychology" (CRM/Random House, 1980), "Psychology: Its Principles and Applications" (Engle and Snellgrove, 1979), "Psychology for Living" (Forehand, Horner, and Sorenson, 1977), "Experiencing Psychology" (Goodale and Goldberg, 1978), "Psychology for You" (Gordon, 1978), "Your Self: An Introduction to Psychology" (Grace, Nicholson, and Lipsitt, 1979), "Psychology: Exploring Behavior" (Kasschau, 1980), "Human Psychology: Development, Learning, Social Interaction" (Kuhn, White, and Toomey, 1975), "Living Psychology: Research in Action" (Lugo and Hershey, 1981), "Psychology Today and Tomorrow" (McNeil, Fuller, and Estrada, 1978), "Psychology: The Study of People" (Mindess and Munford, 1980), "Invitation to Psychology" (Ragland and Saxon, 1981), "Psychology: Understanding Ourselves and Others" (Tallent and Spungin, 1977), "Here's Psychology" (Watson), and "Psychology of Modern Life" (Whittaker, 1977). (RM)

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PSYCHOLOGY TEXTBOOKS FOR THE HIGH SCHOOL COURSE

The textbooks in this list are written for or widely used in high school psychology. Most texts are published with accompanying materials; these are coded in the references as follows: IM, instructor's manual; SG, study guide, workbook, activity manual or some combination; TF, test-item file, and BR, book of readings. Note that the prices listed do not include the cost of these supplemental items.

Reviews are reprinted as referenced to help you decide at which textbooks to take a closer look. A reviewer's assessment of a text obviously is not definitive, nor does it represent a judgment or endorsement by the American Psychological Association.

Many more introductory psychology textbooks, written for college courses, are on the market. For an extensive bibliography, including references to reviews, write to the Undergraduate Program, Educational Affairs Office, APA.

CRM/Random House. (1980). Understanding Psychology (3rd ed.). (high school version). New York: Random House, 558 pp. $13.98 (school discount). IM, TF, SG.

Review (of second edition) by Kathleen White:

The publisher calls this book "the most successful high school psychology text" and it is easy to see why the book may enjoy a good deal of success. It is, indeed, both readable and engaging. While covering the traditional areas of psychology, it also presents the student with direct practical application of psychological principles -- for example, how to improve study habits, how to improve memory, and techniques of self-management. Each chapter begins with an outline and ends with a summary, a glossary, a set of activities for use in and outside the classroom, references, and suggested readings.

Although some areas of psychology -- for example, Freudian psychology, the role of instincts in animal behavior, and Piaget's theory -- seem to be covered in an unnecessarily abbreviated and/or oversimplified manner, the text is on the whole a rich and enjoyable introductory book. It is too comprehensive to be covered adequately in a one-semester high school course, but individual units could be selected. Use of the exercises and recommended readings should provide a valuable experience for both students and teachers and compensate for any shortcomings inherent in the Psychology Today style of presentation.

See also reviews by APA (1), Gerow (7), and Kasschau (10).

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Engle, T.L., & Snellgrove, L. (1979). Psychology: Its principles and applications (7th ed.). New York: Harcourt Brace Jovanovich, 535 pp. $14.55 (school discount). IM, SG.

Reviewed by Charles Hill, University of New Orleans:

Reorganized, revised, and updated, this latest edition of a veteran text is still at the top for presenting the scientific bases for applied psychology to high school students. The reorganization of the "units" seems definitely to be an improvement, as the first two now provide the essential discussions of history, methodologies, development, and biological bases. A preface should be included, however, that explains supportive aids and information about the rationale for the text. It would also be helpful to include more information on how to use the questions and suggestions at the end of the chapters. Presently, it is confusing, as some questions appear to be directed at the student, while others are directed at the teacher. Also, special features at the end of each chapter would be more meaningful and effective if they were systematically devoted to specific investigations, giving names and dates, which produce evidence relevant to some important topic within the chapter. Even more unstructured is the poor little appendix at the end of the book. The bare-bones (1 1/2 page) discussion of correlation could certainly have been included in the chapter (#2) on psychological methods with additional information on inferential statistics. Finally, this reviewer would encourage teachers to provide additional material to counterbalance an overemphasis on special topics such as hypnosis, ESP, and rational-emotive therapy.

These criticisms would be more critical if the text were not otherwise so appropriate for demonstrating the scientific side of psychology. From our knowledge of the earlier editions, it is this reviewer's opinion that this seventh edition is intended to carry on the tradition of a well-balanced high school text, covering psychology both as a biological and social science and emphasizing its applications as well as its research foundations. Furthermore, it continues to be relatively easy and interesting to read, the illustrations are meaningful and relevant for the most part, and its supporting components should be quite effective, subject to the caveats discussed above.

See also reviews by Data (4) and SSEC (20).

Forehand, G.A., Horner, A.J., Sorenson H., & Malm, M. (1977). Psychology for living (4th ed.). New York: McGraw-Hill, 438 pp. $20.64 (list price, 20% discount available to teachers).

Review by Virginia Andreoli-Mathie, James Madison University:

In the fourth edition of this book, the authors have met their goals of providing basic information about the field of psychology and allowing students to apply this material to their own lives. This is accomplished in a manner that high school level students will find interesting and

understandable. Each chapter begins with a list of goals that orients students to the major subsections of the chapter. Short self-tests in the margins at the end of each subsection help students test their own understanding of the material and assimilate it a little at a time. Both the list of goals and the self-tests are new additions to the fourth edition, as are pronunciation cues for difficult words and definitions of important key words in the margins. Although these features may help the slow student to understand the content, they are also somewhat distracting because of the variety of material in the margins. The discussion questions and exercises at the end of the chapter are thought-provoking and will arouse the interest of the students. The vocabulary and writing style are at an easy level for high school students.

The text presumes little or no prior knowledge of psychology. In addition to covering the primary areas of the discipline, it also includes a very good section on interpersonal relationships and socialization, which students will find very involving and relevant to their own life experiences. The authors also cite some of the classic research studies, but do so in a non-technical fashion.

Although the organization of material in this edition is a considerable improvement over the third edition, there are still some chapters that may be difficult for some students. The chapter "Work of the Mind" is an example: the information on memory and perception is not clearly presented. Also, the social psychology material could have been given more attention and put in a separate chapter. Another improvement over the third edition is the increased number of photographs and drawings, as exemplified by the four eight-page color photograph sections which augment the written material.

The twenty-one chapters can be covered in one semester by the average high school student. However, if the teacher prefers to offer psychology as a short course, the book is conveniently divided into four units: human development, basic processes (including psychological psychology, learning, memory, perception, motivation, emotion), interpersonal relationships, and mental health and self-realization. A work/study guide and a teacher's manual accompany the text. The work/study guide contains short tests, questions for discussion, research suggestions and short exercises. This guide would be particularly useful if the class is experientially oriented. The teacher's manual contains a brief review of the chapter, questions for discussion, answers to the self-tests and the study guide tests, and lists of films and suggested readings.

Except for some minor organizational problems, the book would be quite acceptable for a high school psychology course.

See also review by SSEC (19).

Goodale, R.A., & Goldberg, E.R. (1978). Experiencing psychology. Chicago: Science Research Associates, 768 pp. $18.50 (list price); $13.95 (school discount). IM, SG.

Review by Robert J. Stahl, Arizona State University:

Experiencing Psychology represents the extensive efforts of a major publishing firm to sample high school psychology teachers prior to, during, and following the development of a text exclusively for the high school psychology course. As a part of the editing process the text narrative was rewritten to meet the reading level of the high school student.

Goodale and Goldberg served as final editors for a series of manuscripts by a number of psychologists who reviewed the literature in their area of expertise. From these reviews the editors took the psychological content they believed was relevant for adolescents and infused it with the latest research findings in an orientation toward practical application. The narrative attempts to personalize the content so that students find it easier to become attracted and attentive to the text.

Each of the short 48 chapters begins with a brief introductory outline of the major ideas to be addressed and concludes with a special section entitled "Extending Yourself," which focuses on personal and practical considerations related to the psychological content just provided. In most cases the concluding sections are not very interesting or exciting. Visual , including numerous pictures, charts, diagrams, and cartoons, illustrate important points covered in the narrative. The book includes a glossary and two appendices, entitled "Research Methods in Psychology" and "The Biology of Behavior."

In spite of the publisher's effort to apply a readability formula to the text, the book seems best suited for solidly average or above-average sophomores through seniors who can master an extensive new vocabulary in a relatively short time. The narrative, in stressing the generalizability and applicability of psychological knowledge, and an inductive methodology, sometimes goes to excess.

For teachers who know the kind of content and the concepts they want to include in their course, this book gives ample choice from a great range of topics.

The teacher's manual is adequate, but the accompanying student workbook is extremely cut-and-dried. The workbook stresses memorization activities, over emphasizes fill-in-the-blank procedures, and is in sharp contrast to the personal and application-oriented focus of the text. The workbook is a disappointment, considering the quality of the text.

See also reviews by APA (1) and Kasschau (11).

Gordon, S. (1978). Psychology for you (rev. ed.). New York: Oxford Book Co., 512 pp. $9.18 (school discount).

Review by Linda Meador, Nashville, Nashville Tennessee Public Schools:

This interesting and highly readable text appears to succeed in presenting a scientifically sound introduction to psychology in combination with issues and topics of interest and relevance to young people of today. Gordon has achieved his objective of producing a text that would focus "on things that really interest and concern students. It would go light on rats, pigeons, and reflexes, it would go heavy on the processes and problems of personality and interpersonal relations that are the very stuff of contemporary living" (p. iii).

The format of the text is very attractive and appropriate. There is visual indication of movement from topic to topic. The many photographs are stimulating and current, and the illustrations are attractive and understandable. The type face is very readable, pleasing, and different from that used in most texts (the difference itself creates interest).

The reading level is of moderate difficulty, appropriate for high school students who would choose to take a psychology course. Words that describe Gordon's writing style in reference to the target population are: interesting, creative, stimulating, lively. Gordon whets the appetite of the reader by treating topics lightly in terms of material; he does not foster boredom with tedious detail. The book presumes no prior knowledge of psychology but does presume the need of the reader to know more about himself/herself.

The text has 26 chapters. It treats such topics as the psychology of the individual, theories of human behavior, social problems, and social change, concluding with "a personal statement from the author to the student" (p. 477). Other useful features are "Things to Discuss," "Things to Do," "Things to Read," and a "List of Readings" at the end of each chapter.

The author intended this text to be used in either a one-semester or a two-semester course. The material could be processed better in a two-semester course, although it could be handled in a one-semester course.

See also review by APA (1).

Grace, M.S., Nicholson, P.T., & Lipsitt, D.R. (1979). Your self: An introduction to psychology. New York: A & W Publishing Co., 781 pp.

Review by Judith Plows, Montgomery County, Maryland Public Schools:

Your Self is one of the more "relevant" high school psychology texts, clearly written on a high school reading level and describing many situations that adolescents typically experience. The questions asked throughout the

chapters are excellent, building on information given in the text, asking students to make comparisions, and often asking them to gather additional information. Because they are frequently open-ended, the questions also encourage class discussion of issues that are important to high school students.

The book basically takes a psychoanalytic approach, emphasizing a stage theory of development. In addition to describing childhood and adolescence, the authors explore several stages of adulthood. They discuss most major theorists -- Freud, Erikson, Piaget, Kohlberg, Frankl, Skinner, Rogers, and Maslow -- and take pains to illustrate the validity of the behaviorist and humanist approaches. They also explore motivation and emotion, group dynamics, and the normal-abnormal continuum (which they appropriately label "a spectrum of grays").

Although Your Self is a book most high school psychology students would enjoy, it does have some limitations. Its descriptions of perception and learning are rather cursory, perception being discussed in terms of persuasion and advertising. Also, it contains relatively few descriptions of the results of psychological research, and in that respect, it is less scientific than some other texts.

See also reviews by APA (1), Kasschau (9), and Turner (22).

Kasschau, R.A. (1980). Psychology: Exploring behavior. Englewood Cliffs, N.J.: Prentice-Hall, 544 pp. $14.73 (school discount) IM, TF, SG.

Reviewed by Samuel Cameron, Beaver College:

Kasschau's Psychology: Exploring Behavior is an excellent text for a traditional high school psychology survey course. It provides a sound and comprehensive coverage of the field in a very readable and highly engaging manner. The illustrations and art work are colorful and attractive. While the text is full of interesting and attention-getting facts, anecdotes, illustrations, and examples, the author does not compromise in presenting a rigorous and thorough introduction to the discipline. If the student and teacher work through the entire book, it will provide a solid foundation for further study of psychology.

All of the traditional study and organizational aids are included in the book, such as chapter outlines, marginal definitions of new terms, topic reviews and glossary. In addition, the book has a number of unique aids and features. For example, each chapter starts off with several interest-catching questions or sketches entitled "What's the answer." The answer or solution is contained somewhere in the chapter. The gimmick arouses the reader's curiosity and provides a focus and motive for reading.

Each chapter contains boxed human interest features, presenting interesting examples of applications or experiments. It is well-presented, provides a good concept of the process of psychological research and application, and maintains student interest well.

At the end of each chapter are a number of suggestions for activities that the student or class can engage in to promote experiential learning. Students will find many of these activities interesting and rewarding. In addition, the boxed materials and illustrations in the text will provide many ideas and materials for class demonstrations or student projects. Finally, the Teacher's Guide with Tests also contains a number of demonstrations and exercises that the teacher can use. In addition, it contains a very practical discussion on setting up a high school psychology course, programmed study review sheets, teaching gimmicks and demonstrations, and objective essay test questions for each chapter.

See also reviews by Archer (2), Base (3), and Stahl (21).

Kuhn, D., Kingston, A., White, W., & Toomey, M. (1975). Human psychology: Development, learning, social interaction. New York: Harcourt Brace Jovanovich, 574 pp. $12.90 (school discount). IM.

Review by Robert H. Koff, State University of New York:

This text is for high school students with little or no background in psychology. The reader is introduced to the three principal areas of psychology: human development, learning, and social interaction. The section on human development emphasizes the early years (birth to age 12). There is a chapter on adolescence but maturation and problems of the elderly are not discussed. The section on learning reviews such traditional areas as transfer, memory, forgetting, and extrinsic and intrinsic motivation . . . . The chapters on social interaction examine sex-role differences, race, age, social norms, and a variety of socially relevant concerns . . . .

With an introductory text, the student whose knowledge of psychology is limited has to take a lot on faith. Although that is true of this book regarding its introductory and overview approach, a strong feature is its systematic and simple explanation of principles. Weaknesses fall into two categories: first, several significant areas of inquiry are not discussed (e.g., theories of personality), and second, not enough data from research studies are presented for interpretation. As a result, teachers may not find this text as attractive as some others.

See also review by SSEC (16).

Lugo, J.O., & Hershey, G.L. (1981). Living psychology: Research in action (3rd ed.). New York: Macmillan, 1981. 580 pp. IM, SG.

Review (of the second edition) by Charles Peyser, The University of the South.

Many introductory psychology teachers will need to read only the goals of the authors to determine that this text is not for them: Understanding the principles and theories of psychology are listed third and fourth to "understanding yourself" and "understanding others." The text is "relevant" in the worst sense of the term. Although more findings are included in this edition, the first edition's subtitle, An Experiential Approach, is far more appropriate than the current subtitle, particularly because research design is never discussed. How can one apply research if one cannot distinguish the sloppy from the well conducted?

The humanistic-oriented (Maslow, Rogers) text is divided into three major sections: "Understanding Yourself," "Understanding the Development of Human Behavior," and "The Dynamics of Human Behavior." Each of the 13 chapters is clearly focused for student learning: initial outline, suggestions for studying the chapter, introductory orientation (including "Why Is It Important?"), the main body of the chapter (including intermediate summaries), application to the student's life, and final summary. Except for length (580 pages versus 400) and the addition of a chapter on adulthood and aging, the text is highly similar to the first edition.

Minor difficulties with the text include: layout (e.g., cameo descriptions of eminent psychologists that are not clearly set off from the text); many pictures, few of which aid learning of the accompanying material; some careless statements or implications (for example, homosexuality -- not homosexual acts -- is illegal in many states; all learning is generalized; psychologists do research in mental illness, psychiatrists do not); and ambiguous use of the phrase "these writers" (it is not always clear who is intended, the psychologists just discussed or the text authors.)

The reviewer believes that a major difficulty is the handling of the Freudian approach. The organization of the text makes an overview of the approach difficult, and the overall result may be incomplete and inaccurate understanding. These defense mechanisms are discussed from a broad point of view, with the Freudian approach not distinguished; central topics such as toilet training and the Oedipus complex are not mentioned; the pressures of the external world and of the superego are not distinguished; and the diagrams of the house analogous to the ego and superego lead one to conclude that both are entirely conscious mechanisms. Contrasting the Freudian and humanistic approaches would seem to be desirable in this type of text, but it simply is not done beyond the level of "humanism is best."

Further problems with the text are that it is unintelligibly compressed (in four pages: "intelligence, genetics, and learning," including Binet, Jensen, Doves' Chitling Test, and Guilford's structural model of intellect), simplistic (general grammatical level and definition of terms such as "potentialities"), and condescending (does a student really need to be told 12 times to preview the chapter?).

The student guide includes outlining exercises, multiple-choice and true-false questions, and small projects for each chapter. The teacher's manual includes little more than multiple-choice and true-false questions.

See reviews by Day (5) and Kasschau (13).

McNeil, E.B., Fuller, G., and Estrada, J. (1978). Psychology today and tomorrow. New York: Harper and Row, 466 pp. ($18.40 list price, 20% discount available to teachers).

Review by Robert Stahl, Arizona State University:

Psychology presents the basic content and topics typically covered in introductory psychology courses in a rather straight-forward, easy-to-read narrative style. Each of the 16 chapters contains organizing introductions, chapter summaries, a summary-review segment, a glossary, and suggested student activities. A wide variety of visual aids such as cartoons, photos, and other graphics provide clear examples and illustrations of the narrative.

To their credit, the authors have written for novices in the field of psychology, thus risking criticism from those who insist that a "good" or "scientific" text must be filled with researchers' names, research citations, extensive in-text bibliographies, and various types of empirical data. However, those looking for an encyclopedic text with extensive amounts of specific data will be disappointed. The authors of Psychology seem determined to explain what research has revealed to an audience that does not have the conceptual background and sophisticated training to handle raw data. To this end, a large number of principles and vocabulary terms are presented so that students might understand them.

There are some weaknesses. In some cases (e.g., the Identity and Personality chapter), the narrative is far too surveyish and abbreviated in its presentation of the content, thus leaving many questions unanswered. In addition, the segment on dying and death is integrated with the "Old Age" section, thus perpetuating the notion (which seems unique only to psychology texts) that death and dying are solely old age-related events. Some of the examples are not provided with a context and are not integrated into the flow of the narrative. Lastly, the book could be improved by a more deliberate effort to suggest applications of psychological principles within the body of each chapter rather than merely listing them in the "Suggested Activities" segment at each chapter's end.

Like many high school psychology texts, Psychology's original purpose was the college introductory level course. And, as is often the case, rather than developing a separate text for the high school student population, the publisher has introduced one of its "more readable" college texts for the precollege market. In this case, should a teacher have students with adequate reading and vocabulary acquisition abilities, this book is at least a possibility.

The Instructor's Manual is extremely dull and would not be helpful to the teacher who really desires to go beyond the text. The Student Study Guide is loaded with fill-in-the-blanks and true-false worksheets of the kind which tend to bore students.

Mindess, H., and Munford, P. (1980). Psychology: The study of people. Glenview, Ill.: Scott, Foresman. 384 pp. $18.95 (list price).

Review by Eileen Brown, State University of New York at Buffalo:

In Psychology, The Study of People, Mindess and Munford are more concerned with social problems, practical applications and controversial issues than they are with an exhaustive coverage of the field or with an in-depth exposition of specific research studies. Their aim is avowedly motivational. For the average-to-bright high school student, they should succeed.

The format of the book is attractive and approachable -- soft cover, wide margins, diagrams, photographs and occasional cartoons interspersed every few pages. The chapters are quite manageable in length with sub-sections within each chapter that are brief enough not to scare off the more timid reader. The writing style is for the most part casual, readily understood and even occasionally humorous (a rarity in most textbooks.) Rather than shying away from controversial issues, particularly those that are likely to be relevant to the students' own lives, they emphasize them and explore their implications. At various points, the authors are explicit about their own biases (i.e., one is primarily a behaviorist, the other's stance, more humanistic.) This offers a refreshing change from most standard texts.

Although the book does not attempt to be exhaustive, it does cover most of the traditional terrain. While some readers may be jarred by their non-standard way of slicing the psychological pie, the 20 chapters cover material from developmental, personality, abnormal, cognitive, and social psychology. While statistics and physiology appear rather late in the book and may get rather short shrift, there has been a trade-off between these more traditional fields and newer areas of exploration such as humor, ESP, creativity, and psychology of the classroom -- each of which receives a chapter of its own.

The authors themselves offer a number of worthwhile suggestions for supplementary reading at the end of each chapter. Their suggestions are varied both in level and content including novels and biographies as well as the more traditional textbooks and journal articles. These would be even more useful if accompanied by a brief description so that students have some basis for judging whether a particular reference might be interesting to pursue further. (Thus, they could see why it is relevant to read Salinger's Catcher in the Rye or Baldwin's Go Tell it on the Mountain after a chapter on adolescent development.) Another feature that students will appreciate is the presentation of new words and phrases which are set in darker type in the margins and are briefly defined. Again, however, because of the de-emphasis on jargon, there are relatively few of these and they are uneven in both their placement and in their level of sophistication (e.g., nurture and depression vs. anorexia nervosa and hypochondriasis.) Also found in every chapter are suggested class projects and pertinent anecdotal vignettes set off from the rest of the material. Both of these features are imaginative and diverse. One 12th grader who skimmed the text felt that they would encourage meaningful

class interaction. This is particularly helpful since no instructor's manual or study guide accompanies the text.

In brief, Psychology, The Study of People presents a broad if somewhat superficial overview of the discipline of psychology that is highly accessible to the average high school student within the bounds of a single semester. The conscientious teacher may want to supplement it with other material, but most students will be stimulated by its conversational approach to traditional as well as more innovative issues that fall under the rubric of psychology.

See also reviews by Kasschau (12) and Mathie (14).

Ragland, R.G. and Saxon, B. (1981). Invitation to psychology. Glenview, Ill.: Scott, Foresman, 534 pp. $13.95 (school discount).

Review by Virginia Andreoli-Mathie, James Madison University:

The authors, two high school psychology teachers, have clearly written this book for use at the high school level. The language is simple, the writing style is straightforward, and the content has been kept at a level that can easily be covered in a one-semester course for either sophomores or seniors. The 16 chapters are divided into the following five units: perception, learning, and thought processes; development from birth to death; psychobiology; and selected topics in social psychology. In each unit, the authors cover the basic psychological concepts adequately although not in depth. Special attention is paid to the application of the concepts to the student's own life. One weakness of the book is that while some of the classic research studies are described briefly, overall there is a major lack of research presentation even for a high school textbook. The written material is richly supplemented with color photographs and diagrams, and the organization of the book allows for the needed repetition of the major concepts and terms. For example, each chapter is divided into several sub-sections, which include a preview of objectives and a three or four question review. In addition, each chapter and unit ends with a test.

The text's orientation toward getting the student interested and involved in psychology is reflected in its many special features. For example, there are several passages in which the typical day of a psychologist or other mental health worker is described. Similarly, the "Close-up" section in each chapter is used to describe research in greater detail than in the text portion. Other features contain activities designed to encourage students to apply the principles of psychology. The activities use readily available equipment and are easily carried out. Data collection is encouraged at the end of each unit and in the "Psychology Skills Handbook" at the end of the book. This latter feature introduces research methodology through nine exercises which include descriptions of sampling procedures, elementary statistical concepts, and various data collection methods and activities in which students practice the particular skill. While the authors do not attempt to integrate each exercise with a chapter, the material could be used

separately as a chapter on research methodology. These features are noteworthy efforts to make psychology more interesting and meaningful to the student and they will undoubtedly meet these objectives. Unfortunately, however, the features are so numerous in type and quantity that they are sometimes very distracting to the reader. Often there are so many activities, exercises and features in one chapter that the scientific content of psychology is overshadowed. The text is also accompanied by a set of Test and Activity Duplicating Masters for use with each chapter and unit. From the sample available to the reviewer, these resources appear to be very useful aids to the teacher.

See also review by Cameron (1982).

Tallent, N. and Spungin, C.I. (1977). Psychology: Understanding ourselves and others. (2nd ed.) Lexington, Mass: D.C. Heath and Company, 528 pp. $13.80 (school discount). IM.

Review by Samuel Cameron, Beaver College:

As the title suggests, this text is oriented toward adjustment and abnormal psychology. Its orientation should prove interesting to high school students who enroll in psychology to find out about themselves and their relations to others. The authors' treatment of these topics is thorough and comprehensive. The text is suitable for a one-semester course focusing on mental health.

The strength of the book is also its main weakness. Little or no attention is paid to traditional areas of psychology such as perception, physiology and social psychology. The treatment of learning is superficial and oriented toward practical applications. Consequently, the text presents the student with a very unrepresentative picture of the discipline of psychology.

The readability of the text is within the range of the average high school student. Very little sophistication in psychology is needed to comprehend the content. The authors write in a clear style with many applications of content to real life. Unfortunately graphs and illustrations are presented in a drab brown tone that does little to enhance the attractiveness of the text.

The teacher's manual presents lists of films, recordings, and books that can be used to supplement the course. The booklet of tests and activities is made up of ditto masters that teachers may find useful. There is a 15-item objective test for each chapter. The activities are primarily busy work consisting of pencil-and-paper tasks such as crossword puzzles and anagrams.

See also review by SSEC (17).

Watson, D. Here's psychology. Lexington, Mass.: Ginn and Co., 422 pp. $15.45 (school discount).

Review by Stephen Epley, Wartburg College:

Here's Psychology is a high school text suitable for a one-term course in introductory psychology. The book is designed for all students of psychology, not simply those who plan to go to college. It treats psychology as a scientific discipline that has application to the students' own lives. The book is organized around traditional content areas of psychology with special chapters on sex roles, self-management, vocation, and marriage. The content of the text is exceptional in reflecting the latest developments in psychology. Some chapters could be deleted if necessary.

Several special features of the text aid learning and add interest. Each chapter begins with a statement of the objectives and goals. Headings are frequently phrased as questions. Definitions are clearly marked in the text. There are frequent summaries of chapter segments. Special sections entitled "Thinking Psychologically" and "Using Psychology" encourage students to review important points and apply the points to problems or situations relevant to their own lives. There are general summaries at the end of each chapter.

The text is written in an interesting, semiformal style. Frequent concrete situations and descriptions of abstract concepts aid student learning. There are many visual illustrations. Use of the Fry readability formula revealed a reading level of ninth grade. The instructor's manual contains suggestions for organizing material into lessons, lists of important terms, lists of references, numerous student learning activities, and a test-item file for each chapter.

Here's Psychology is an excellent text. It is up-to-date, clearly written, and interesting. It is especially suitable for the teacher who wishes to teach psychology as a scientific discipline that has application to problems in human adjustment.

Whittaker, J.O. (1977). Psychology of modern life. New York: Human Sciences Press. 436 pp. $12.95 (list price).

Review by Judith J. Plows, Montgomery County, Maryland Public Schools:

Designed for an introductory, one-semester high school course, this text offers a general treatment of the discipline with particular emphasis on the concerns and needs of adolescents . . . .

The book tends toward a social psychological approach, with the last section devoted to current problems in American society. Whittaker often presents a topic within its sociological context, explaining the influence of the particular cultural environment on human behavior. This is important in helping students understand the variety of behavior and the impact of social norms on one's actions.

The author treats such topics as learning, perception, motivation, personality, and abnormality in a relatively general and superficial manner. Little time is spent on development, except for adolescence, and there is virtually no discussion of life after early adulthood. However, given the purpose of the text--an introduction to psychology--and its focus on the needs and concerns of adolescents, it should be a useful book for high school students, especially if supplemented by more in-depth material. Although it is not as precise nor as scientifically oriented as some texts, it will probably benefit the average student who wants to learn something about psychology without going too deeply into the subject.

See also reviews by APA (1), Epley (6), Harris (8), Shinkman (15), and SSEC (18).

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